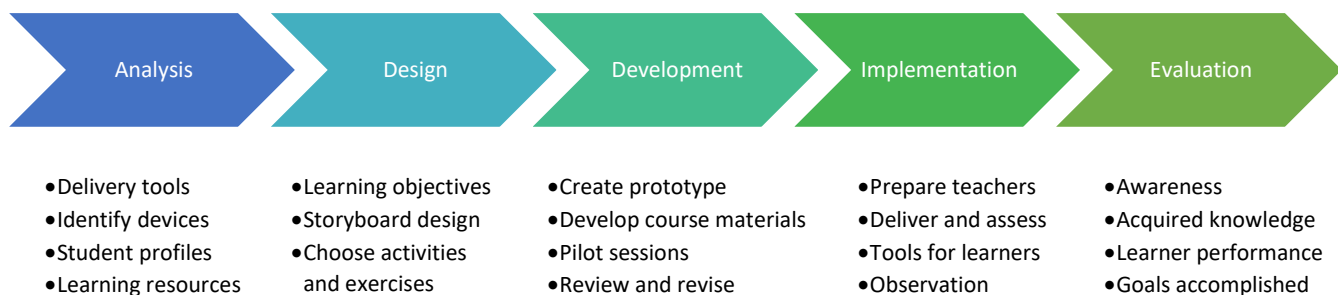# CREATING E-LEARNING WITHIN NEBRASKA'S OER COMMONS HUB

Open Educational Resources, or OER, are "teaching and learning materials that you may freely use and reuse, without charge. OER often have a Creative Commons or GNU license that state specifically how the material may be used, reused, adapted, and shared." [1] OER assist in providing opportunities for systemic change in teaching, learning and assessment, while providing teachers the ability to share knowledge and best practice through openly accessible content. Nebraska's OER Commons Hub provides an open repository with the purpose of bringing its participants greater equity in learning opportunities.

This guide is meant to provide teachers information necessary to begin to design and create OER content within the OER Commons repository. There are several models for instructional design that can be used to create e-learning, one of the most commonly used models is the ADDIE model.

THE ADDIE MODEL

Analysis	Design	Development	Implementation	Evaluation
•Delivery tools •Identify devices •Student profiles •Learning resources	•Learning objectives •Storyboard design •Choose activities and exercises	•Create prototype •Develop course materials •Pilot sessions •Review and revise	•Prepare teachers •Deliver and assess •Tools for learners •Observation	•Awareness •Acquired knowledge •Learner performance •Goals accomplished

The ADDIE model has 5 steps that makeup the design process. OER Commons, Open Author application can be incorporated into both the design and development phases of the ADDIE process. Not all learning activities and exercises need to be created from scratch, try to find already created OER activities and exercises that could be incorporated into the design of the resource and further develop other OER course materials like open textbooks and units of instruction that could save development time.

All of the content and resources that placed into the OER Commons hub must be "open". This means teachers cannot place copyrighted content into the OER they create in the OER Commons hub. Later in this guide tips on how to tie together "open" resources to copyrighted course content will be shared (pg. 9). Below is an OER licensing checklist that can be used to help guide teachers during the design phase.[2] Following the list can prevent violations of copyright while building a resource. The checklist can also be found within the Nebraska OER Commons hub within the OER Information group resources, it's titled OER Licensing Checklist and includes more details and helpful links.

☑ All graphics (charts, pictures, clip art) are openly licensed or in the public domain.
☑ All written content is original, openly licensed, in the public domain, or written permission has been given to use.
☑ Attribution for each source has been included. Attribution includes the title, author, license and links.
   Example - Short version: CK-12 Biology for High School by CK-12 | CC BY NC

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[1] Definition provided by OER Commons, oercommons.org/about
[2] OER Licensing Checklist by Barbara Soots at OSPI | CC BY

☑ Work is available in an editable format (a PDF may also be included).

☑ Most often the district holds the copyright on staff-created work, get permission to apply an open license.

☑ Choose the open license that does not conflict with the licenses of the work shared in the resource. Creative Commons Attribution License (CC BY NC SA) preferred for Nebraska's OER hub.

☑ Be sure the open license in short text, the license icon ([found here](#)), and associated links have been added to the document.

Example for Original Work: ⓒ①④⑤ Resource by copyright holder is licensed as CC BY NC SA

☑ Lesson, unit or course has been submitted, uploaded or created in OER Commons.

CREATING STUDENT E-LEARNING MODULES USING OPEN AUTHOR

Before using Open Author, complete the analysis and design steps of the ADDIE model. Free templates for this process can be found online or one can be created. It is really helpful to have completed these steps before creation begins within the OER Commons hub. Having a resource folder that is well-organized and contains the images, videos, documents and other resources that will be used in the e-learning module can also save a lot of time. Don't forget to keep all of the attribution information for each of the items being used. Use the examples in the checklist above to help in the attribution process as the resource is created.

GETTING STARTED

1. Open a new browser window and go to oercommons.org.
2. To create a free account for OER Commons, start by registering for an account. The account will need to be validated through an email account before you can login. Once the new account is validated return to OER Commons and **Sign In** with the new or existing account.
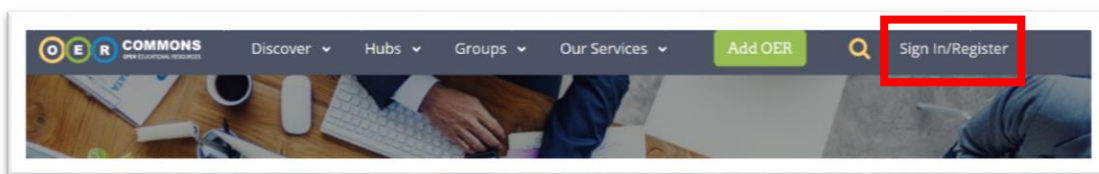

3. To begin creating a new resource, click on the **Add OER** button.
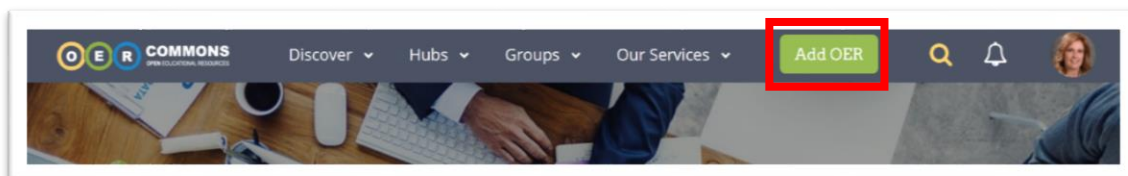
4. A new window will open. Click the **Open Author** button.
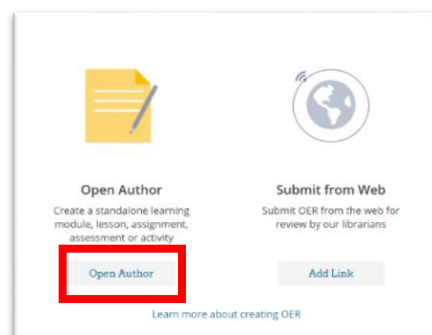
5. A new resource window will open. Create a resource title (required), and add a title image (not required). For this guide we are going to create a very basic lesson on Impressionist Art and Artists (resource title) and use an Impressionist painting for the title image.
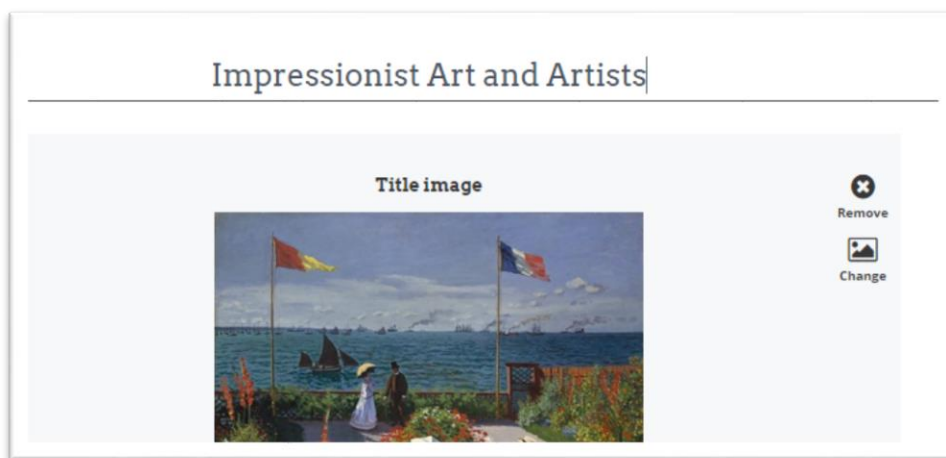
6. The next part of the window is the section name (required). Sections within the lesson are usually the main topics of the lesson and are helpful in breaking up the content that will be shared. The main topics we will use to break up this lesson are:

- What is impressionism?
- Time period and artists of impressionism
- Features of impressionist art
- Famous impressionist artists
- Examples of Impressionist art

7. Enter the Section Name of the first section and then enter information into the main content window (this is what students will see).

8. The next part of the window is **Attach Section Resources** (students will see these). Many items that could be included here. For example, instructional slides or worksheets for students to complete could be placed here. Below that is **Instructor Notes** which are optional**.** Students cannot see anything placed into this area. So include any items that are beneficial to the teacher(s) using the module.
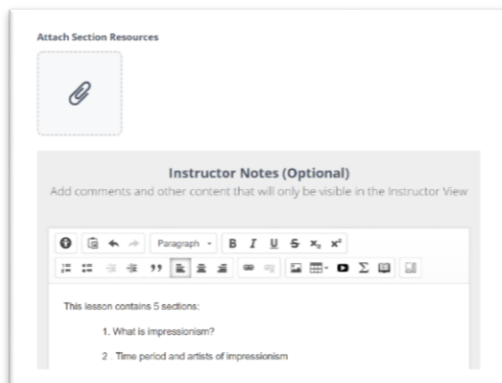
9. The last section of the window has the **Insert New Section** button. As a section is finished, additional sections can be added. It is important not to let the sections get too long so that students do not have to a lot of scrolling. Also notice there are import icons for **Google Docs** and **One Drive Word Documents**. Additional content or lessons already created can be uploaded into the resource. NOTE – Lengthy documents will time out before the import is complete so break up longer documents into smaller parts to import.
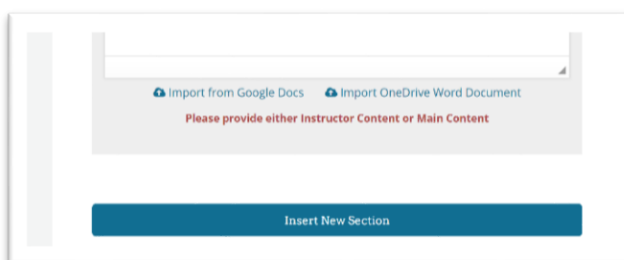
10. Notice the red comment in the image above. This message serves as a reminder that text must be added to either the main content (student) or the instructor notes in each section before saving or exiting.

11. When a section is complete, save the resource. Click the **Save** button at the top of the window. Then close the window. This resource will be saved with all previously created items in **My Items**. The resource can be found under the account image at the top right of the window.
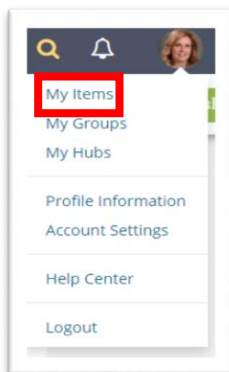
OPEN AUTHOR TOOLBAR

This is a good time to examine the Open Author Toolbar. Both the main content and instructor notes windows use the same toolbar. Using the tools in the content windows is easy and the icons used are similar to those you may have seen in early versions of Google Docs. Notice there are very few options for color, fonts and other tools. Keeping these items limited helps to create more accessibility friendly documents. There is a built in accessibility tool which can also be used to get tips to help improve accessibility of resources.
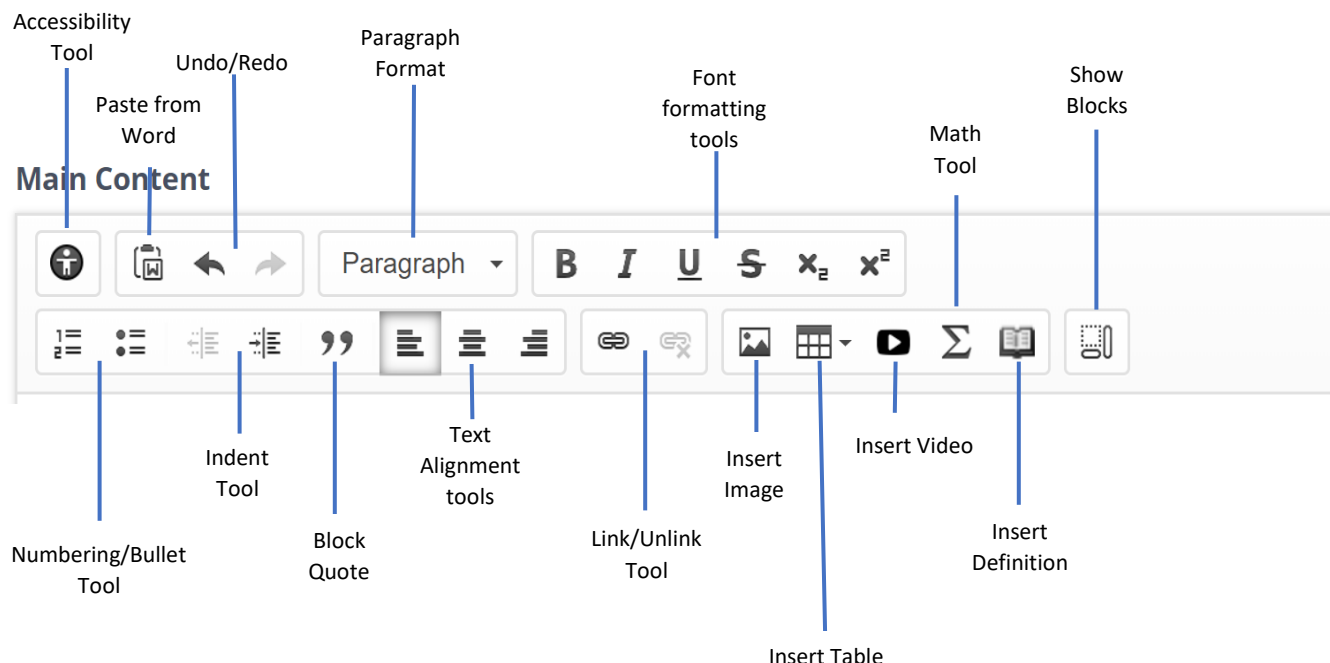
NOTE – When entering text in the main content window or instructor notes window hitting enter will move the cursor to a new line but, it automatically double spaces the lines. To use single spacing type Shift + Enter instead.

ADDING ADDITIONAL SECTIONS AND CONTENT

12. Open the resource created and saved earlier and choose the **Edit** button. If the resource is already open skip this step.
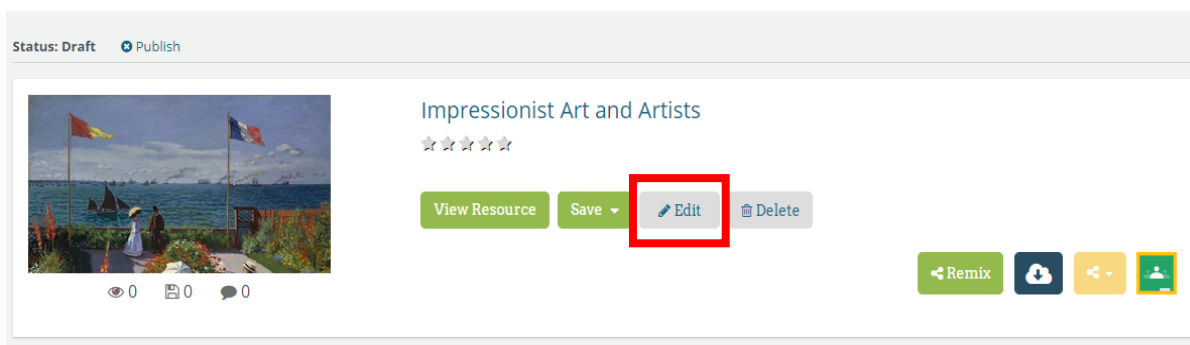
13. When reopened, the previously created sections may be collapsed to save screen space. To open them just click on the carat next to the section number and it will open for editing. To add a new section, click on the **Insert New Section** button.

14. A new section will be opened and will also require a title. Add text or other objects to the main content window (what students see), the instructor notes window (students cannot see) or both.

15. This new section contains both text and an image which was saved in the module folder and added using the **Insert image** tool. The insert image tool is highlighted for reference or refer to the earlier section on the toolbar for reference.
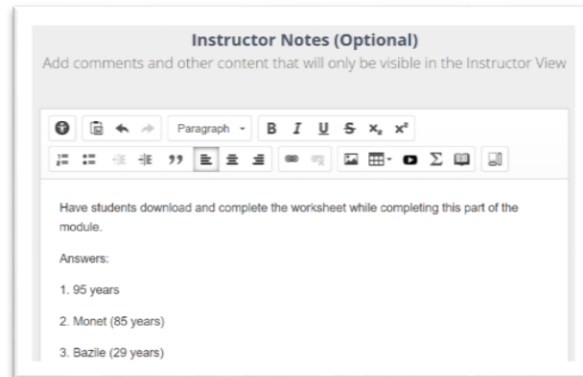
16. A document was also uploaded in this section for students with questions about the chart, this is an assignment to be completed and submitted later for grading. It is helpful to type the questions contained in the worksheet into the content window. This serves as a reference for students during the learning.
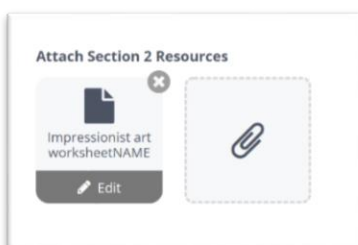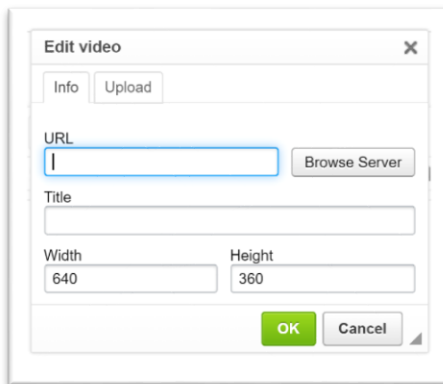
17. In the **Instructor notes** window, there are notes for the teacher and an answer key. Including the answer key directly in the notes is not always appropriate. Consider whether or not to leave this information off the resource. Students will not see this content while they are completing the e-learning module. However, OER Commons is online and anyone with an account can see all of the published items. Not including answers in modules is a consideration as answers could be discovered by students searching online. Instead keep a separate document in a private file with the answer keys.
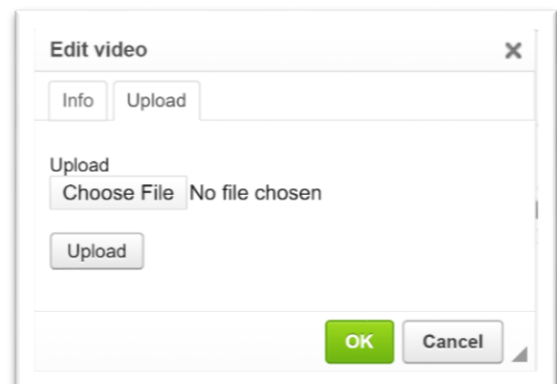
OTHER COMMON ITEMS WITHIN MODULES
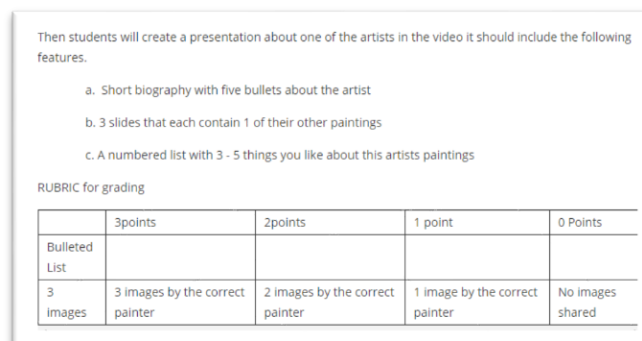
18. **Embedding Videos** is easy using the insert video tool. Click the tool and a window will open, enter the URL, title, and size for the window OR click the Upload tab and upload a video file.

OR

19. Rubrics can easily be created in the instructor section to be used with work assigned to students by using the **Table tool**. Shading of tables is not possible using the Open Author tool so if this is necessary, create the table in another application and bring it into the resource as an image instead. This is similar to the chart that was shown earlier in this document. (pg. 6)

20. **Web Links** are helpful for providing other activities for students to complete as practice. In the example below, there is a link to the Quizizz website where a formative practice on impressionist art was created earlier and then shared as a link. Both the instructor window and the main window are shown. Students would only see the bolded title and the text in grey. The text in white is part of the instructor window.
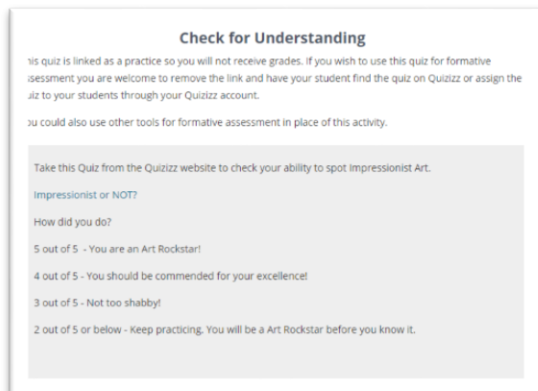
21. Using the **Math tool** is helpful in creating unique math problems for students to view and solve. The aqua colored link goes to another site that teaches how to use the tool.
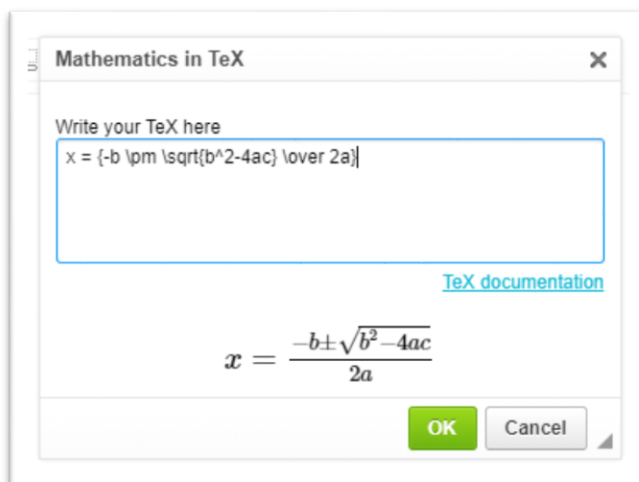

22. The **Definition tool** highlights vocabulary within text and creates a pop-up when student hovers over the highlighted word.
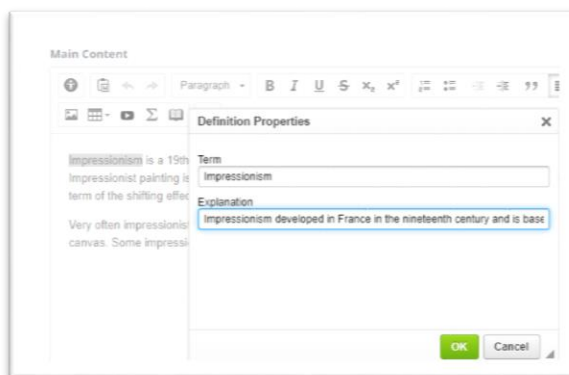
23. Copyrighted content cannot be placed into an OER Commons module however, references placed into the main window (students can view) would be an appropriate substitute or linking directly to the source website would also be appropriate.

24. To see the student view click the **Student view** button at the top of the screen. Review how the module looks to the students. Double check for typos and other errors. Check all the links and videos to be sure they are working properly. Make sure that students only see the items they are supposed to see. Finally, be sure you have provided clear instructions and the navigation advances properly.
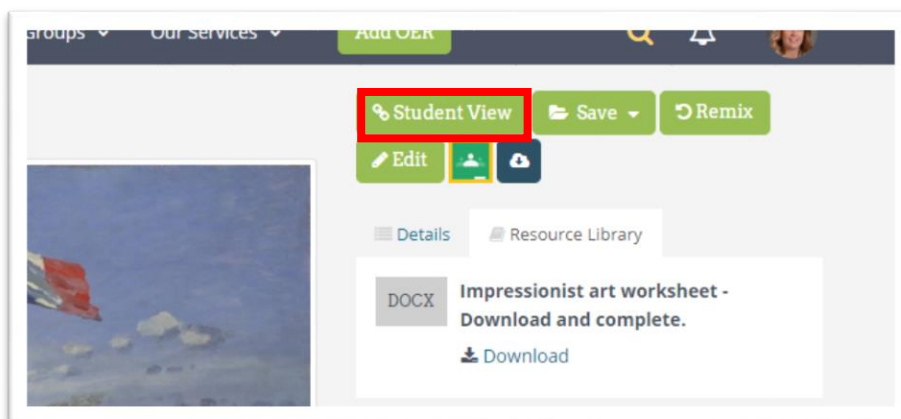

25. After previewing and editing it is time to publish and share the module with students. To publish click the **Publish** button at the top of the page. Now others can view, use and remix the module.
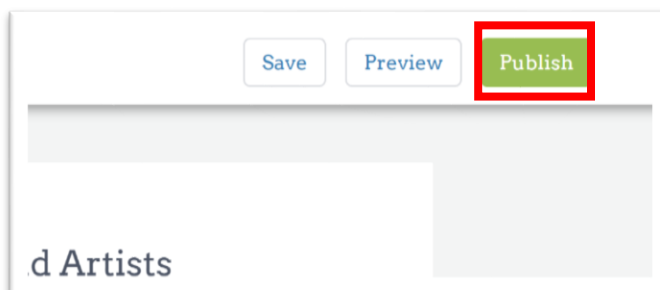
26. The next step is to share out the module and assign it to students. Sharing can be done multiple ways: through an LMS, through Google Classroom or by sharing a web link.

Via Web link: Click on **Student View** button to the top of the window and choose **Copy.** Then provide the link to the students.
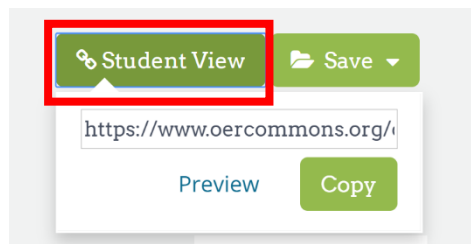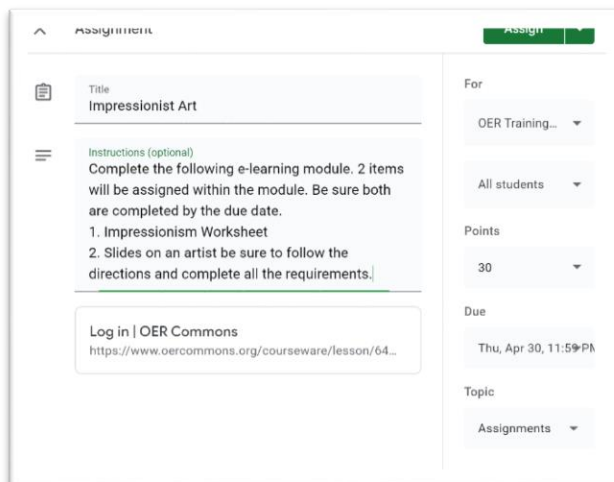

Via LMS: Click on the download icon. Choose the proper format that integrates with the LMS being used. Be sure to check that to download the student view to share with students. The other options would be used to share the entire module with other teachers. Place the downloaded file into the LMS as instructed. NOTE – Be patient, downloading may take a few minutes depending on the size of your e-learning module.
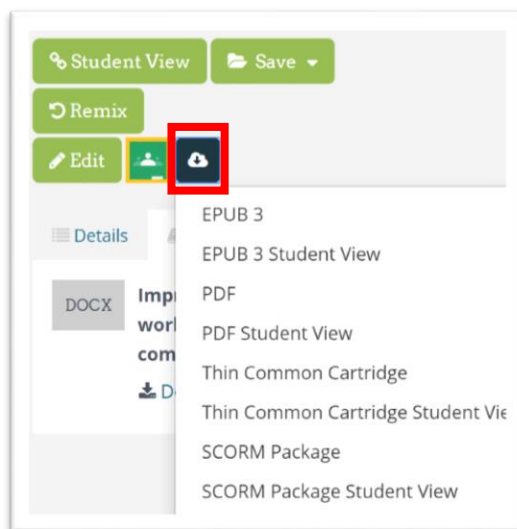
Via Google Classroom: Click on the **Google Classroom** icon. A new window will open, choose a class from the first box, then choose **Create assignment** from the choose action box. Then **Click Go.**
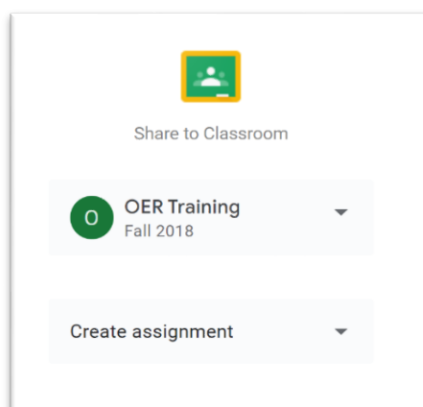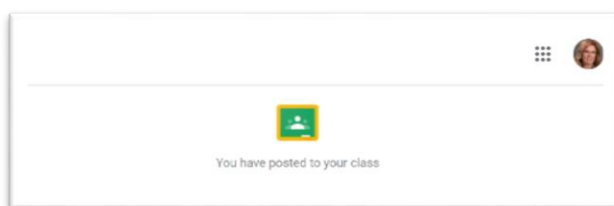
27. A new window will open. Check the title to be sure you have the correct module. Add additional instructions if necessary. Check to be sure the correct class was chosen, assign to students, and assign the number of points total for the module completion and assignments. Set a due date and time (if needed). Assign the module to a topic (if needed). Click the green Assign button when ready.

28. A confirmation message will appear once the assignment is posted to the class.

29. Once the e-learning module is completed and students begin using it be sure to complete the remaining steps of the ADDIE model.

Implement - As you implement a module the first time help students by giving them the tools they need to complete the module successfully, monitor progress and if sharing with other teachers prepare them on how to use the module with students.

Evaluation – Collect data on user performance after using the module, check that students met the objectives and the goals were accomplished.

The creation of e-learning modules to use with students is a fairly simple process within OER Commons Open Author tool. What will make the module a high quality resource for your students is the time you spending planning and designing the learning, collecting high quality resources for sharing, and revising the module to the needs of your students. These resources can also be shared with other teachers where you can benefit from peer evaluation and suggestions. Working together to create valuable resources for learning is one of the best benefits of the OER Commons.

One final note for students without technology, these modules and the linked resources can be printed and shared as an analog learning resource. Using the resource this way should considered throughout the entire instructional design process as well.